



United Nations  
Educational, Scientific and  
Cultural Organization



## Regional Preparatory Conference for Africa "The Power of Youth and Adult Learning for Africa's Development"

5 - 7 November 2008, Nairobi  
Host country: Republic of Kenya

• *opened by*

*His Excellency the President of the Republic of Kenya Hon.  
Mwai Kibaki*

• *Over 300 participants from 49 African Member States,  
Pakistan and Brazil*

# African context



- Africa is the Second largest and one of the most diverse regions of the world given its multi-ethnic and multi-linguistic composition of the population.
- Three-quarters of the world's poorest people live in sub-Saharan Africa (over 300 million people live on less than US\$1 a day).
- Over 164 million youth and adults (62 million males and 102 million females) are illiterate where two thirds are women.

# Challenges



- High poverty levels, unemployment and HIV/AIDS competes with attention given to ALE.
- Low financial commitment by governments and partners, – most governments allocate only 1% or less of their educational budgets to ALE.
- Low access and participation in youth and adult literacy programmes occasioned by shortage of teachers, officers and resources.
- There is need for professional development and better remuneration of ALE personnel.
- Unemployment among the youth poses the greatest danger to Africa
- Weak policy framework to streamline coordination and regulation of the provision of ALE.
- There is urgent need to diversify curricula to meet appropriate vocational needs of ALE clientele.

# Key Features of ALE in Africa

## Assumptions and policies about ALE

- Few explicit ALE policies, legislation or dedicated institutions (with some exceptions eg Kenya, Benin, Burkina-Faso, Chad, Guinea, Mali)
- Adult education remains focused on literacy and adult basic education.
- Adult education is often confused with general development activities
- Most 'non-formal education' is limited to offering second chance schooling
- Professional development of staff is not prioritised
- Inadequate monitoring and little research
- New National Qualifications Frameworks will have a profound impact on ALE.



# CONFINTEA VI Regional Preparatory Conference for Africa

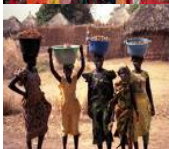
## Main issues addressed



1. Youth and adult learning for Africa's sustainable and equitable development.
1. Policies, governance structures and financing.
2. ALE as a resource for a participative and inclusive society.
3. Learning for livelihood, productivity and sustainable development.
4. Human resource development for the ALE sector.
5. Building literate societies in multilingual and multicultural contexts.
6. Creating a culture of lifelong learning: recognizing, assessing, and validating learning.

CONFINTEA VI Regional Preparatory Conference for Africa  
African Statement on the Power of Youth and Adult Learning and  
Education for Africa's Development :

***„We are unanimous in our recognition that the development of African capabilities through education and the use of African languages are critical for the realisation of an integrated, peaceful, prosperous Africa.”***



# Recommendations



## On CONFINTEA VI

- CONFINTEA VI should be action- and output-oriented, with a strong commitment to revitalize ALE. An action agenda and mechanism for effective and rapid international, regional and national follow-up should be made.
- An advocacy group for youth and ALE composed of governments, bilateral, civil society and multilateral organizations and the private sector should be set up to mobilize funds for youth and ALE and take seriously the needs of Africa.

# Recommendations cont...



## On Policy and action plans

- Every country should have a comprehensive national youth and adult learning and education policy and action plans (which also provide a comprehensive and supportive language policy necessary for the creation of literate environments).
- National policies should be backed by legislation together with strengthened capacity to give effect to the policy. Such a policy should take into account strategies for poverty alleviation especially among the youth.

# Recommendations cont...



## On Funding

- There should be a strong public state sector, development partners and private sector commitment to sustainable funding of youth and ALE and the current attempts to establish minimum funding benchmarks as a percentage of national education budgets should be intensified while strategies are developed for mobilizing funds and for the accountable and transparent utilization of available resources.

# Recommendations cont...



## On Structures

- There is need to ensure new structures, such as the growing establishment of National Qualifications Frameworks.

## On Inclusion

- All African states need to promote inclusion through youth and ALE programmes that take into consideration the specific needs of minorities, vulnerable and marginalized groups and those with special needs.

# Recommendations cont...

## On Participation

- Government, civil society and the private sector should develop concrete strategies for the involvement of youth and adult learners directly in policy dialogue, development, programme formulation and implementation. This should include an effective communication and media strategy.

## ICTs and media

- Africa should capitalize on the digital dividend to ensure, on job training, skill upgrading, promoting open and distance learning, and the use of traditional media and the new ICTs. Governments should develop strategies and partnerships which enhance the use of ICTs and media to advance education and training for youth and ALE.



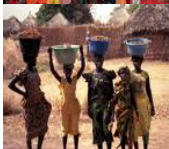
# Recommendations cont...

## On Professionalisation of youth and ALE personnel

- The terms and conditions of service of youth and ALE practitioners and adult education personnel need to be urgently reviewed and improved.
- Professional qualifications for adult educators need comparable status to those of conventional educators and trainers. Increased training and research capacity-building through the creation and development of higher and other tertiary education institutes are critical.

## On Partnerships

- Governments, communities, civil society organizations, the private sector and development partners should work together to develop and implement youth education and ALE policies and programmes.



# Recommendations cont...



**On Quality assurance, monitoring and evaluation governments should:**

- Develop quality assessment, monitoring and evaluation mechanisms as well as ensure that research and data collection take place in order to formulate and implement policies and programmes and to effectively evaluate the impact of youth and ALE.
- Develop frameworks for learning validation which are equivalent to systems of formal education, regardless of where and when the learning occurred and ensuring fair equivalence between formal and non-formal learning.
- Quality assurance, monitoring and evaluation should be conducted at the sub-regional and regional levels.
- Develop peer evaluation strategies that involve civil society. Regional information communication and management systems should be created in order to produce and disseminate results and best practice across national borders.

# Recommendations cont...



**On Quality assurance, monitoring and evaluation governments should cont....**

- African states shall establish effective monitoring mechanism with clear benchmarks and indicators for implementing these recommendations. The results of such activities must be communicated and shared at the regional level.
- Recommends that CONFINTEA VI mandates the UNESCO Institute for Lifelong Learning or sets up a monitoring committee to monitor progress annually in youth and ALE performance according to set benchmarks defined during the conference.



End  
Thanks for Listening